Madison County Excel Alternative Education Center

2014-15 School Improvement Plan

Madison County Excel Alternative Education Center

2523 W US HIGHWAY 90, Madison, FL 32340

http://excelalternative.fl.mcs.schoolinsites.com/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	63%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

School Board Approval

This plan is pending approval by the Madison County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Madison County Excel Alternative Education Center (MCEAEC) is to provide its students an opportunity to continue their education in an alternative program away from their regular school setting. The alternative school environment will provide opportunities for continued academic growth, counseling, and social skills training, all of which will help students develop compassion, self-discipline, responsibility, and the life skills needed to become productive citizens. The staff at the school will guide students to reflect, to identify and set academic/career goals, to make better choices, to develop life skills, higher expectations and self-confidence. Students will be encouraged to redirect themselves toward becoming lifelong learners and productive citizens.

Provide the school's vision statement

MCEAEC will offer variations of traditional instructional programs and strategies for the likelihood those students who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All students enrolled at MCEAEC are encouraged to have an initial conference that consists of at the least the following: parent(s) and/or guardian(s), student, and/or Dean of Student/Lead Teacher. During this conference, the participants are able to discuss student's expectations and educational goals. The importance of maintaining appropriate behavior and adhering to board approved dress code is highly emphasized. Parents are encouraged to be very active in their child's education.

Describe how the school creates an environment where students feel safe and respected before, during and after school

MCEAEC has created an environment where students feel safe and respected before, during and after school.
Before school, all students are greeted by staff with a smile. Students are encouraged to eat breakfast and interact appropriately with same-age peers. Staff is also available for monitoring and providing assistance as needed. During school, students have an opportunity to ask for any needed assistance from any staff. The school has purchased class sets of personal items for students to use as needed per student's request. Title 1 have donated and purchased school uniforms and school supplies to ensure students are adequately prepared for school. After school, students are monitored as they exit the building via their bus or parent pick-up.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

MCEAEC is utilizing Positive Behavior Support to keep students engaged and to motivate them to refrain from negative behaviors. Students are reminded on a daily basis of both class and school expectations. They are often reminded of the difference between inappropriate and appropriate

expected behaviors. Therefore, they are counseled and reprimanded to find age-appropriate self-coping mechanisms to decrease the likelihood of repeating the negative behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students attending MCEAEC participates in a character education course to increase positive social interactions when interacting with others. The course is intended to make students aware of the importance of displaying appropriate behavior in the school setting while interacting with both authority figures and same-age peers. Parents are informed of opportunities for their child to participate in free counseling services on issues that may affect their child's academic performance. There are efforts to involve students with a positive role model for mentoring. However, we have been very successful in getting community stakeholders to volunteer time to educate students on life skills and character traits that will make him or her a productive citizen and better student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Students that misses two consecutive days are called by phone to obtain information on reason for absenteeism.
2. Parents are mailed a copy of their child's referral(s).
3. Students failing core academic subjects will be enrolled in Credit Recovery for the academic course.
4. All students will utilize i-Ready to build upon their academic deficiencies in both Reading and Mathematics.
5. Students will utilize i-Ready for Progress monitoring to improve their overall progress on statewide, standardized assessments in English Language Arts and/or mathematics.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance below 90 percent
One or more suspensions

Course failure in ELA or Math
Level 1 statewide assessment

Family and Community Involvement

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/79760.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We are continuously building rapport with the community. MCEAEC faculty and staff made an effort to build a strong SACs/PTO. In doing this, we changed the timing of our monthly meetings in hopes to receive improved parent and local community involvement. We are trying very hard to reach out to the community, open our doors to the parents, and break student barriers that interfere with their learning process. We have included Music and Art in our curriculum twice per week. This was done in an effort to build upon our current curriculum to extend extracurricular time within our academic schedule.

Effective Leadership

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Jada	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Sam Stalnaker-Coordinator of Career, Technical, and Alternative Education
Jada Williams-Dean of Students/Lead Teacher
Gladney Cherry-ESE Staffing Specialist
Lori Newman-District ESE Coordinator
Sam Stalnaker will oversee that students are receiving services based on individual academic and behavioral needs.
Jada Williams will work with members of the team to continuously improve and increase services to

students by re-evaluating assessment measures according to academic and behavioral data.
Gladney Cherry will ensure that all exceptional students are receiving services according to their
individual educational plan.
Lori Newman will retrieve all resources to maximize learning opportunities for all students.

*Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact*

The MTSS leadership team is working together to improve and increase services to students by re-
evaluating assessment measures, discussing academic progress or lack of due to behavioral,
academic, or attendance issues. The team will continue to seek progressive ways of linking re-
assessment/evaluation to behavior, academic growth and personal development.
Title I, Part A: MCEAEC will use funds to hire additional personnel at the school level to support the
learning environment in the classroom. The services will ensure students receive extra remediation
via software remediation and required hardware.
Title I, Part C-Migrant: Madison County School District has a liaison that will provide services and
support to students and parents. The liaison will coordinate with Title 1 and other programs to ensure
student needs are met.
Title I, Part D: Madison County School District is awarded funds to support Educational Alternative
Outreach programs.
Title II, Part A: Professional Development support is provided to give all staff additional training on the
School Leadership Team. This will also assist them with proficiently disaggregating the data and
making analysis that will correlate with the classroom instruction. These funds are used to help all
staff meet the mandates to assist teachers, principals, and paraprofessionals to become highly
qualified under NCLB and to provide training that will improve opportunities to meet AYP.
Title II, Part D: Funds will be provided to increase technology in the classroom. There will also be
monies for professional development to increase implementation of technology to increase students'
motivation to learn via modern technology.
Title III : Madison County School District provides the school with education materials and support
services to improve the education for this population of students.
Title X-Homeless: Services are provided through the District Title 1 office. Social services and
supplies will be provided to ensure all students are able to eliminate any barriers for a free and
appropriate education.
Supplemental Academic Instruction (SAI): The funds are used to purchase supplemental services,
technology assisted learning software, instructional materials, and programs that will improve
academics and promotion/graduation rate. The targeted population consists of retainees, students
who are not meeting proficiency in reading, math, writing, and science, students exhibiting behavior/
attendance problems.
Violence Prevention Programs: The school offers non-violence and anti-drug programs to students
across all grade levels. Bullying training will be provided for all faculty and staff. SESIR data is
reported to the district as required via FOCUS.
Safety training will be provided to ensure that the safety and well-being of all students are a priority to
increase opportunities of having a safe learning environment. The safety training will help detect early
warning signs before a major incident occur. It will also make staff aware of best practices while
intervening during an unexpected situation.
Nutrition Programs: All student receive free breakfast and lunch via Florida Fresh Kids.
Housing Programs-N/A
Head Start-N/A
Adult Education: Students are able to take advantage of this program once they withdraw from the
Madison County School District.

Career Technical Education: Student are able to take advantage of this once they re-enroll to Madison County Central School or Madison County High School. All eighth grade students are exposed to career planning through 8th grade History course. All students attending MCEAEC are currently enrolled in Career Research and Decision Making.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tiwana Mutch Miller	Parent
Deshaun Mutch	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan has been continuously updated to reflect the changes made to improve the status of student's achievement.

Development of this school improvement plan

The involvement of the SAC is still in the developmental stage.

Preparation of the school's annual budget and plan

There is some updates to improve the implementation of new policies, etc. at MCEAEC.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There are no funds allocated to school improvement plans.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We have worked hard to meet SAC requirements. It has been difficult to meet these requirements. We have continued to work on attracting new members to SAC requirements.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Williams, Jada	Dean

Duties

Describe how the LLT promotes literacy within the school

1. Increase interest in reading in all courses
2. Motivate students to read to ultimately increase reading scores on standardized tests
3. Use District Plan to implement a Writing plan for MCEAEC
4. Provide Professional Development for Reading and Writing in all content areas

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

MCEAEC is afforded the opportunity for all teachers to collaborate planning and instruction during their student's recreation time. They are also given time prior to the beginning of the school day to brief and collaborate on their daily plan.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Sam Stalnaker will ensure that he hires the most qualified individuals based on educational credentials, experience, and past evaluations. He will attend college campus job fairs for recruitment and retention of highly qualified, certified-in-field, effective teachers to the school. Jada Woods Williams, Dean/Lead Teacher, will have regular meetings with teachers to discuss classroom strengths and weaknesses. Information gathered will be used collaboratively to complete an Individual Professional Development Plan which addresses professional needs as well as meeting needs of students.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The first-year teachers will be paired with a mentor according to the District Plan. Teachers will also have access to a veteran teacher that could give them immediate attention. The Madison County School District will offer and provide information about hosting of professional development and networking activities. There will be regular meetings with mentee(s) and mentor(s) to discuss classroom strengths and weaknesses and collaboratively completing an Individual Professional Development Plan which addresses professional needs as well as meeting needs of students. Currently, Mr. Lucas is paired with Mrs. Latner to implement activities that will enhance his learning experience in the Madison County School District.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

MCEAEC will utilize instruction via web-based instruction, Edgenuity. The program is geared to individualize instruction for each individual student based on their academic needs.
Edgenuity is an approved Florida Online Provider. Students attending enjoy the benefits of a traditional school, but have the advantage of attending a virtual campus from the convenience of their home, at their own pace, time, and schedule.
The program offers student at MCEAEC with a curriculum aligned to Common Core and Florida Next Generation Sunshine Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

I-Ready will be used to provide and differentiate instruction to assist students having difficulty attaining proficient or an advanced level on state assessments. Each student should complete at least three lesson per week. Students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels. EdGenuity allows differentiated instruction to all students because they are able to work at their individual pace. Edgenuity also uses the framework of Universal Design for Learning (UDL) to ensure curriculum is flexible enough to address learner variability. Developers focus on providing students with multiple means of content representation, multiple means of expressing learned content, and multiple means of engagement with content.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 90

Instruction in Core Academic Subjects
All students will receive instruction in core academic subjects via EdOptions Online Academy. The courses are offered to students for academic, elective, and credit recovery needs. This program will also benefit this population due to having difficulty mastering basic skills in all academic areas.
Enrichment Activities that Contribute to a Well-Rounded Education
Staff are encouraged to engage students in meaningful, rigorous activities to their individual learning experiences. All students participates in course that involves social interactions and character building traits.
Teacher Collaboration, Planning, and Professional Development
All staff have common planning periods to note strengths and weaknesses in our class design and implementation of instruction.

Strategy Rationale

MCEAEC utilizes this strategy because there are multi-grade levels within each class. This will also give all students an individualized learning experience while interacting with their same-age peers. Middle school students and high school students are separated to only be with age-appropriate peers.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Williams, Jada, jada.williams@madisonmail.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected via report card grades and teacher lesson plans. The information will be analyzed by classroom teachers as noted in daily observations.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students will be transitioned to and from this school on a 9 week basis. Incoming students will be enrolled as close as possible in courses that will align from their home school. These students will be taking courses via EdGenuity. The transition should allow these students to enter where they left off. This should also help students make a smooth transition into MCEAEC.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school promote academic and career planning on course selections by meeting individually with students about their present and future schedules. The conversation with students are also coordinated with their parents/guardians. There is also communication with Curriculum Coordinator at their home school (Central or High) to ensure schedules align with the home school curriculum.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

MCEAEC incorporate applied and integrated courses by making every attempt to closely align courses that were scheduled while at their home school (Central or High School). When it is not possible to incorporate or integrate, students are encouraged to take courses via Florida Virtual School.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

1. Inform students of the benefits of certifications
2. Register students to take College-Entrance Exams
3. Educate students on varied High School Diploma Types

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

1. All students are scheduled for Algebra 1 and encouraged to pass Algebra 1 EOC or PERT
2. Students are informed and assisted with registration of ACT and SAT
3. PSAT and PLAN will be given to all 10th graders

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Problem-Solving Process to Increase Student Achievement

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Problem-Solving Process to Increase Student Achievement 1a

🔍 G041881

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Parents have work schedules that conflict with school-related activities.

- Students are defeated due to past failures.

- Staff lack the necessary empathy to educate the most difficult students.

Plan to Monitor Progress Toward G1. 8

Decreased Truancy and Incidents of Negative Behaviors

Person Responsible
Jada Williams

Schedule
Monthly, from 8/31/2014 to 6/5/2015

Evidence of Completion
Number of teacher referrals and Attendance Logs

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. Problem-Solving Process to Increase Student Achievement 1

🔑 G041881

G1.B1 Parents have work schedules that conflict with school-related activities. 2

🔑 B101820

G1.B1.S1 Schedule activities for parents during evening hours as well as during school hours. 4

🔑 S113006

Strategy Rationale

Action Step 1 5

Extended Opportunities to Communicate with Parents (Meetings)

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Sign-In Sheets by Parents

Person Responsible

Schedule

Evidence of Completion

Sign-In Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Meeting with Parents

Person Responsible

Schedule

Evidence of Completion

Quantitative Data from Sign-In Sheets

G1.B1.S2 Utilize various forms of communications to keep parents informed and to engage parents in educational practices. `4`

Strategy Rationale

`S113007`

Action Step 1 `5`

Parent Sign-In Documentation

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Parent Sign-In Documentation

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Increase in Parent Participation during Monthly Meetings

Person Responsible

Schedule

Evidence of Completion

Quantitative Data

G1.B2 Students are defeated due to past failures. `2`

`B101821`

G1.B2.S1 Implement a 2.0-4.0 GPA Award System `4`

`S113009`

Strategy Rationale

Students will be able to celebrate positive feedback from their academic success.

Action Step 1 `5`

Reward System

Person Responsible

Schedule

Evidence of Completion

Report Card Grades

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Academic Progress

Person Responsible

Schedule

Evidence of Completion

Report Card Grades

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Award System

Person Responsible

Schedule

Evidence of Completion

Report Card Grades

G1.B3 Staff lack the necessary empathy to educate the most difficult students. `2`

`B101822`

G1.B3.S1 Staff will attend various trainings to assist with the youth. `4`

`S113010`

Strategy Rationale

Action Step 1 `5`

Professional Development Training

Person Responsible

Schedule

Evidence of Completion

Registration Forms and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Observations of Teacher/Student Interactions

Person Responsible

Schedule

Evidence of Completion

Notes from Observation and Formal Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 [7]

Skills learned during Professional Development

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and Observational Notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Extended Opportunities to Communicate with Parents (Meetings)		Parent Sign-In Documentation	once	
G1.B1.S2.A1	Parent Sign-In Documentation		Parent Sign-In Documentation	once	
G1.B2.S1.A1	Reward System		Report Card Grades	once	
G1.B3.S1.A1	Professional Development Training		Registration Forms and Sign-In Sheets	once	
G1.MA1	Decreased Truancy and Incidents of Negative Behaviors	Williams, Jada	8/31/2014	Number of teacher referrals and Attendance Logs	6/5/2015 monthly
G1.MA2	[no content entered]			once	
G1.B1.S1.MA1	Meeting with Parents		Quantitative Data from Sign-In Sheets	once	
G1.B1.S1.MA1	Sign-In Sheets by Parents		Sign-In Documentation	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Award System		Report Card Grades	once	
G1.B2.S1.MA1	Academic Progress		Report Card Grades	once	
G1.B3.S1.MA1	Skills learned during Professional Development		Lesson Plans and Observational Notes	once	
G1.B3.S1.MA1	Observations of Teacher/Student Interactions		Notes from Observation and Formal Evaluations	once	
G1.B1.S2.MA1	Increase in Parent Participation during Monthly Meetings		Quantitative Data	once	
G1.B1.S2.MA1	Parent Sign-In Documentation		Parent Sign-In Documentation	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**